



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10601246
SAU: Freeport School Department
School: Mast Landing School

Contents of the Report

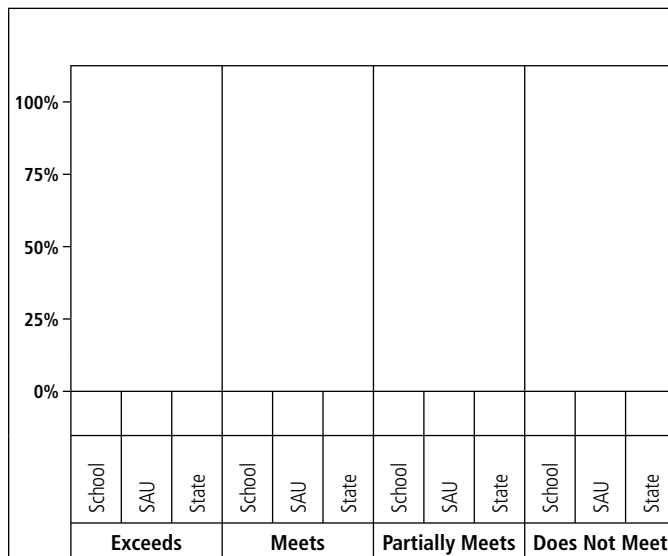
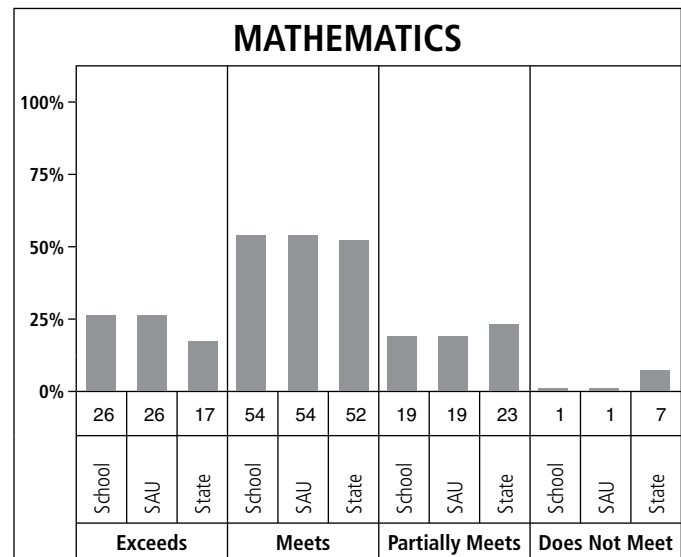
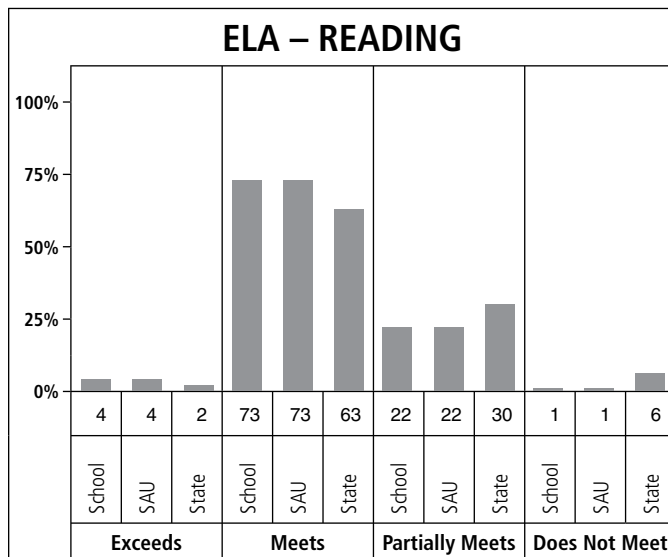
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Freeport School Department
School: Mast Landing School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	345	345	344
2008–2009	348	348	345
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	349	349	347
2007–2008	348	348	347
2008–2009	352	352	348
Cum. Avg.*	350	350	347



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Freeport School Department
School: Mast Landing School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	78	100	78	100	13763	100	78	100	78	100	13691	100	78	100	78	100	13691	100						
Ethnicity African American/Black	1	1	1	1	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	2	3	2	3	232	2	2	100	2	100	226	97	2	100	2	100	227	98						
Hispanic	2	3	2	3	167	1	2	100	2	100	164	98	2	100	2	100	164	98						
Caucasian/White	73	94	73	94	12846	93	73	100	73	100	12788	100	73	100	73	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	17	13	17	2414	18	13	100	13	100	2388	100	13	100	13	100	2388	100						
Current LEP	2	3	2	3	420	3	2	100	2	100	413	98	2	100	2	100	417	99						
Economically disadvantaged	12	15	12	15	5887	43	12	100	12	100	5847	100	12	100	12	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	66	85	66	85	10316	75	67	86	67	86	10355	75						
Identified disability (PET/IEP)	2	3	2	3	437	4	2	3	2	3	445	4						
LEP	2	3	2	3	192	2	2	3	2	3	193	2						
504 plan	3	5	3	5	83	1	3	4	3	4	83	1						
Participation with accommodations	12	15	12	15	3179	23	11	14	11	14	3152	23						
Identified disability (PET/IEP)	11	92	11	92	1757	55	11	100	11	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	8	1	8	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Freeport School Department
School:	Mast Landing School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	3	4	3	4	262	2
	Cum. Total*	3	1	3	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	58	73	58	73	8691	63
	2007-2008	56	64	56	64	8403	62
	2008-2009	57	73	57	73	8500	63
	Cum. Total*	171	70	171	70	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	19	24	19	24	3781	27
	2007-2008	31	35	31	35	4018	30
	2008-2009	17	22	17	22	3985	30
	Cum. Total*	67	27	67	27	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	2	3	2	3	1021	7
	2007-2008	1	1	1	1	938	7
	2008-2009	1	1	1	1	748	6
	Cum. Total*	4	2	4	2	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	31.2	67.8	31.2	67.8	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	21.8	68.1	21.8	68.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	9.4	67.1	9.4	67.1	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Freeport School Department
 School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	3	4	57	73	17	22	1	1	348	78	4	73	22	1	348	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	2										2						222	4	63	25	8	345
Hispanic	2										2						162	0	51	38	10	342
Caucasian/White	73	3	4	54	74	15	21	1	1	349	73	4	74	21	1	349	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	6	46	7	54	0	0	343	13	0	46	54	0	343	2194	0	32	50	18	338
No	65	3	5	51	78	10	15	1	2	349	65	5	78	15	2	349	11301	2	69	26	3	346
Current LEP																						
Yes	2										2						406	0	39	41	20	339
No	76	3	4	55	72	17	22	1	1	348	76	4	72	22	1	348	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	12	0	0	7	58	5	42	0	0	344	12	0	58	42	0	344	5721	1	52	39	9	342
No	66	3	5	50	76	12	18	1	2	349	66	5	76	18	2	349	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	78	3	4	57	73	17	22	1	1	348	78	4	73	22	1	348	13489	2	63	30	6	345
Gender																						
Female	40	2	5	28	70	10	25	0	0	349	40	5	70	25	0	349	6568	3	67	26	4	346
Male	38	1	3	29	76	7	18	1	3	348	38	3	76	18	3	348	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	78	3	4	57	73	17	22	1	1	348	78	4	73	22	1	348	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	78	3	4	57	73	17	22	1	1	348	78	4	73	22	1	348	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Freeport School Department
 School: Mast Landing School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	88	3	4	51	74	14	20	1	1	349	88	4	74	20	1	349	80	2	66	28	4	345
C. one to two hours	12	0	0	6	67	3	33	0	0	343	12	0	67	33	0	343	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	2	6	25	74	7	21	0	0	348	44	6	74	21	0	348	47	3	68	24	4	346
B. good	44	1	3	26	76	6	18	1	3	349	44	3	76	18	3	349	41	1	62	31	5	344
C. fair	12	0	0	5	56	4	44	0	0	346	12	0	56	44	0	346	9	0	51	41	8	342
D. poor	1	0	0	1	100	0	0	0	0	346	1	0	100	0	0	346	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	3	12	17	65	5	19	1	4	349	33	12	65	19	4	349	31	3	63	28	6	345
B. They match some of what I have learned.	44	0	0	28	82	6	18	0	0	349	44	0	82	18	0	349	49	2	68	26	3	345
C. They match just a little of what I have learned.	13	0	0	6	60	4	40	0	0	347	13	0	60	40	0	347	14	1	53	39	7	342
D. There is no match.	10	0	0	6	75	2	25	0	0	346	10	0	75	25	0	346	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	6	50	6	50	0	0	343	15	0	50	50	0	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	58	3	7	35	78	7	16	0	0	350	58	7	78	16	0	350	57	2	68	26	3	346
C. easier than my regular schoolwork	27	0	0	16	76	4	19	1	5	348	27	0	76	19	5	348	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	14	0	0	6	55	5	45	0	0	341	14	0	55	45	0	341	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	41	0	0	23	72	9	28	0	0	347	41	0	72	28	0	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	45	3	9	28	80	3	9	1	3	351	45	9	80	9	3	351	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	24	2	11	13	68	4	21	0	0	351	24	11	68	21	0	351	22	3	67	25	4	346
B. 20 minutes to an hour	55	1	2	32	74	10	23	0	0	348	55	2	74	23	0	348	46	2	68	26	4	346
C. less than 20 minutes	8	0	0	4	67	1	17	1	17	341	8	0	67	17	17	341	18	1	56	36	8	343
D. I rarely read at home.	13	0	0	8	80	2	20	0	0	347	13	0	80	20	0	347	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	1	5	14	64	7	32	0	0	346	29	5	64	32	0	346	29	1	56	36	7	343
B. six to ten pages	33	0	0	20	80	4	16	1	4	348	33	0	80	16	4	348	21	2	62	31	5	344
C. eleven or more pages	38	2	7	21	72	6	21	0	0	350	38	7	72	21	0	350	50	3	68	25	5	346
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Freeport School Department
School:	Mast Landing School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	14	18	14	18	1985	14
	2007-2008	13	15	13	15	2277	17
	2008-2009	20	26	20	26	2328	17
	Cum. Total*	47	19	47	19	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	45	57	45	57	6990	51
	2007-2008	48	55	48	55	6764	50
	2008-2009	42	54	42	54	7045	52
	Cum. Total*	135	55	135	55	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	15	19	15	19	3673	27
	2007-2008	23	26	23	26	3504	26
	2008-2009	15	19	15	19	3137	23
	Cum. Total*	53	22	53	22	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	5	6	5	6	1193	9
	2007-2008	4	5	4	5	1044	8
	2008-2009	1	1	1	1	997	7
	Cum. Total*	10	4	10	4	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	34.2	71.3	34.2	71.3	31.5	65.6
A. Number	20	42	14.3	71.5	14.3	71.5	12.8	64.0
B. Data	8	17	6.4	80.0	6.4	80.0	6.1	76.3
C. Geometry	8	17	5.8	72.5	5.8	72.5	5.5	68.8
D. Algebra	12	25	7.7	64.2	7.7	64.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Freeport School Department
 School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	20	26	42	54	15	19	1	1	352	78	26	54	19	1	352	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	2										2						223	25	45	24	7	350
Hispanic	2										2						162	6	44	35	15	341
Caucasian/White	73	20	27	39	53	13	18	1	1	353	73	27	53	18	1	353	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	5	38	7	54	0	0	344	13	8	38	54	0	344	2204	6	36	36	22	338
No	65	19	29	37	57	8	12	1	2	354	65	29	57	12	2	354	11303	19	55	21	4	350
Current LEP																						
Yes	2										2						412	7	37	35	21	339
No	76	20	26	41	54	14	18	1	1	353	76	26	54	18	1	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	12	1	8	4	33	6	50	1	8	340	12	8	33	50	8	340	5727	10	48	31	12	343
No	66	19	29	38	58	9	14	0	0	354	66	29	58	14	0	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	78	20	26	42	54	15	19	1	1	352	78	26	54	19	1	352	13501	17	52	23	7	348
Gender																						
Female	40	10	25	19	48	10	25	1	3	350	40	25	48	25	3	350	6568	16	52	24	8	348
Male	38	10	26	23	61	5	13	0	0	354	38	26	61	13	0	354	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	78	20	26	42	54	15	19	1	1	352	78	26	54	19	1	352	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	78	20	26	42	54	15	19	1	1	352	78	26	54	19	1	352	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Freeport School Department
 School: Mast Landing School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	88	19	28	39	57	10	14	1	1	353	88	28	57	14	1	353	80	19	54	22	5	349
C. one to two hours	12	1	11	3	33	5	56	0	0	342	12	11	33	56	0	342	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	8	31	13	50	5	19	0	0	354	33	31	50	19	0	354	40	25	51	17	7	351
B. good	51	11	28	22	55	7	18	0	0	353	51	28	55	18	0	353	45	14	56	24	6	348
C. fair	13	1	10	6	60	3	30	0	0	348	13	10	60	30	0	348	12	7	49	34	10	343
D. poor	3	0	0	1	50	0	0	1	50	336	3	0	50	0	50	336	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	8	24	22	67	3	9	0	0	353	42	24	67	9	0	353	38	23	52	19	5	351
B. They match some of what I have learned.	44	8	24	16	47	9	26	1	3	351	44	24	47	26	3	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	9	2	29	2	29	3	43	0	0	353	9	29	29	43	0	353	12	10	45	33	12	343
D. There is no match.	5	2	50	2	50	0	0	0	0	355	5	50	50	0	0	355	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	1	8	9	69	3	23	0	0	345	17	8	69	23	0	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	58	12	27	24	53	9	20	0	0	353	58	27	53	20	0	353	59	19	55	21	5	350
C. easier than my regular schoolwork	26	7	35	9	45	3	15	1	5	355	26	35	45	15	5	355	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	1	14	3	43	3	43	0	0	345	9	14	43	43	0	345	15	8	41	35	15	341
B. 30–45 minutes	21	3	19	7	44	5	31	1	6	348	21	19	44	31	6	348	29	16	54	23	6	348
C. 45–60 minutes	28	3	14	11	52	7	33	0	0	349	28	14	52	33	0	349	32	21	55	19	5	350
D. more than 60 minutes	41	12	39	19	61	0	0	0	0	358	41	39	61	0	0	358	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	3	43	4	57	0	0	339	9	0	43	57	0	339	6	6	33	39	23	337
B. two or three days a week	24	6	32	9	47	4	21	0	0	354	24	32	47	21	0	354	12	15	55	22	8	348
C. two or three times each month	29	7	30	15	65	1	4	0	0	356	29	30	65	4	0	356	26	20	56	19	5	350
D. never or almost never	37	7	24	15	52	6	21	1	3	351	37	24	52	21	3	351	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	41	5	16	16	50	10	31	1	3	349	41	16	50	31	3	349	37	14	51	27	9	346
B. two or three days a week	33	9	35	14	54	3	12	0	0	357	33	35	54	12	0	357	27	20	55	19	6	350
C. two or three times each month	12	3	33	6	67	0	0	0	0	353	12	33	67	0	0	353	19	22	53	19	6	350
D. never or almost never	14	3	27	6	55	2	18	0	0	352	14	27	55	18	0	352	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
B.	0										0											
C.	0										0											
D.	0										0											